



# Preparation Notes



<b>SCHOOL</b>	
<b>NAME</b>	
<b>GRADE</b>	
<b>YEAR</b>	<b>2021/2022</b>

# Classroom Program

## Timetable



<i>Day</i>	<i>1st Period</i>	<i>2nd Period</i>	<i>3rd Period</i>	<i>4th Period</i>	<i>5th Period</i>	<i>6th Period</i>	<i>7th Period</i>	<i>8th Period</i>
<i>Saturday</i>								
<i>Sunday</i>								
<i>Monday</i>								
<i>Tuesday</i>								
<i>Wednesday</i>								
<i>Thursday</i>								

**Supervisor of English**

**The School Manager**

**Head Teacher**

**Teacher**

# *The Mission of the School*

- The school administration is pleased to announce the school educational mission to achieve the best educational results. The school has a group of distinguished teachers specialized in all fields. They have the necessary efficiency and experience***
- We work to create an Islamic generation that believes in our country. A generation that works hard to achieve the aims of the country. A generation that puts the interests of the country in the first place***
- A generation that is committed to the morals, customs and good behaviour of the society***
- We aim at creating a generation that acquires skills, knowledge and scientific trends through the school activities that support positive behaviour to be able to catch up with the international scientific development***

**Supervisor of English      The School Manager      Head Teacher      Teacher**

## *Our Point of View*

- We believe that our school should be the pioneer. We all work along the same lines. We have a well-prepared team that believes in traditional values and the continuity and development of education that aim at creating a generation that is able to succeed in life***
- We believe that education is a great responsibility. We believe that although our work is very hard, it is wonderful and creative. We are very happy to do our work***
- We believe that distinction in our hard work depends on developed methods, interesting performance and international criteria, so our school should be equipped with the highest standard apparatus accompanied by good performance***
- We believe that there should be a creative staff that is interested in every thing new. A staff that is wonderful in performing a great role resulting from the eternal intention of sincerity and good will***
- We believe that our students are good by nature and talented through our care. They are able to create. Their aims are to succeed in life and realize God's contentment***
- We believe in debate and discussion through our open channels with all parties. We value and respect all views and suggestions. We are keen to accept all that is reasonable and applicable***
- Our hopes and aspirations are limitless. We believe that others can not achieve what we can really do, depending on God. We will reach our aims through patience and industry***
- We believe that reaching the summit is something great. It's a real achievement***

**Supervisor of English      The School Manager      Head Teacher      Teacher**

## **Objectives of Teaching English as a foreign language**

### **General Objectives**

- a : To acquire and develop the four language skills integratively.
- b : To help the students communicate in English within the limited scope of the number of hours allocated to the course
- c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage

### **Specific Objectives**

- a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired
- b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation

### **The Four Skills**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time

#### **a : Listening.**

- .Distinguishing sounds and words -
- .Understanding a limited range of vocabulary items -
- Understanding simple sentences, questions, instructions and directions and responding to them
- .Understanding a wider range of vocabulary -
- .Understanding different forms of questions -
- .Identifying topics of situational dialogues -

#### **b : Speaking.**

- .Producing words and sentences -
- .Producing short utterances -
- .Taking part in simple dialogues -
- .Producing questions and answers -
- .Re-telling a story -
- .Making simple requests -
- .Telling a story or dramatizing it as a play -

#### **c : Reading.**

- .Identifying a range of vocabulary items -
- .Responding appropriately to simple sentences and short paragraphs -
- .Scanning and skimming texts for information -
- .Answering questions on a text -

#### **d : Writing.**

- .Completing and constructing simple sentences -
- .Writing a letter following instructions -
- Writing a paragraph by answering questions or any other kind of guidance

**Supervisor of English      The School Manager      Head Teacher      Teacher**

Ministry of Education  
 ELT Counsellor's Office

جاهزة للطباعة

توزيع منهج اللغة الإنجليزية  
 للصف الثالث الإعدادي  
 الفصل الدراسي الأول  
 للعام الدراسي 2021/2022

First Term

جاهزة للطباعة

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
October	Unit 1 + 2
November	Unit 3 + Review A + Unit 4
December	Units 5 + 6 + Review B
January 2022	General Revision

الفصل الدراسي الثاني

Second Term

جاهزة للطباعة

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
February	Unit 7
March	Units 8 + 9 + Review C + Unit 10
April	Units 11 + 12 + Review D
May	General Revision

مدير عام تنمية مادة اللغة الإنجليزية  
أحمد سعيد  
 (أمين محمود يوسف محمود)

للعام الدراسي

**Monthly Distribution of EFL Syllabus**
**Third Year Preparatory**
**2021/2022**

# Preparatory Third Year

## First Term

Month	New Hello ! English for preparatory Schools YEAR Three ( SB + WB )
October	unit 1 +2
November	Units : 3 + Review A + Unit 4
December	Units : 5+ 6 + Review B
January 2022	General Revision

## Second Term

Month	New Hello ! English for preparatory Schools YEAR Three ( SB + WB )
February	Units : 7
March	Units : 8+ 9+ Review C + Unit 10
April	Units :11+ 12+ Review D
May	General Revision

**Supervisor of English**  
**Talaat Abu Arab**
**The School Manager**  
**Sahar El-Bagory**
**Head Teacher**  
**Maysa Gabr**
**Teacher**  
**Hani Shaker**

## The General Objectives of Teaching English for the Intermediate Stage in the prep. cycle

By the end of the Intermediate Stage and within the assigned structures and vocabulary for this stage , pupils should be able :-

- 1-To develop positive attitudes towards learning foreign language .
- 2-To enable pupils to appreciate the importance of English in the progress of science and technology both national and international levels.
- 3-To encourage the skill of listening ,speaking ,reading and writing in an integrates way with the focus on the development of communications skills .
- 4-To develop the ability of extract information from a listening or reading text through different forms of mass media.
- 5-To train pupils in the skills of logical and critical thinking .
- 6-To provide for self-realization focusing on this concept through assigning tasks to pupils which contribute to the purpose .
- 7-To train the pupils in problem-solving co-operative learning and the use of different learning resources .
- 8-To train the pupils to practice positively in dialogues and to respect the opinions of the others "e.g. through debate and discussion."
- 9-To develop skills for learner-autonomy by enabling pupils to acquire a set of learning strategies "e.g. problem-solving , discovery learning , creative thinking and critical reading."
- 10-To develop moral and social values in pupils by encouraging attitudes of tolerance co-operation and team work.

Supervisor of English The School Manager Head Teacher Teacher

# Scope and sequence

Skills	Language	Life Skills, Values and Issues
<b>1 Around town</b>		<b>Page 2</b>
<b>Reading:</b> A description of Ismailia; maps, posters and timetables; accounts of forms of transport; a botanical garden's brochure; an email about meeting a friend. <b>Writing:</b> A fact file; a paragraph about your city; a reply to an email; a text invite. <b>Listening:</b> Giving and following directions; people talking about their city; a discussion at a train station; making suggestions for a day out. <b>Speaking:</b> Giving directions; talking about your city or village; discussing timetables and public transport; making suggestions	<b>Prepositions of time and place (revision)</b> On Friday afternoon, I often go to Lake Timsah. I have tennis lessons at the sports centre at 9 am.  <b>The present simple for scheduled events</b> What time does the exhibition start? The first metro train leaves at 8.20. The film starts at nine o'clock.	<b>Life Skills:</b> Decision making, respect for diversity <b>Values:</b> Citizenship, loyalty
<b>2 Let's go shopping</b>		<b>Page 12</b>
<b>Reading:</b> An online support message; an advert for handicrafts; online reviews. <b>Writing:</b> Emails asking for and giving information about handicrafts; an online review. <b>Listening:</b> A radio advert; a conversation in a shop; a phone call making a complaint. <b>Speaking:</b> Talking about things in the home; buying something in a shop; asking about shopping habits; describing a problem with technology; making a complaint	<b>The comparative and superlative (revision)</b> Televisions are more expensive than kettles. The most useful thing in my kitchen is the fridge. It is better to buy clothes in shops than online. <b>both, either, neither</b> I want to buy both a drink and a snack. We can get either a free speaker or a free film. <b>Neither Fares nor Imad can come to the beach.</b>	<b>Life Skills:</b> Self-management; keeping calm <b>Values:</b> Self-esteem; independence <b>Issues:</b> Citizenship; awareness of rights
<b>3 My community</b>		<b>Page 27</b>
<b>Reading:</b> An article about a plan to help people; a community social network page; <i>David Copperfield</i> ; an online message about a community project. <b>Writing:</b> An article about how to help people; a social network message about a community problem; a survey about your community. <b>Listening:</b> A conversation about a community survey; a discussion at a community meeting; people greeting and introducing each other. <b>Speaking:</b> Describing communities and community problems; using formal and informal introductions and greetings	<b>Present continuous for future plans and arrangements (revision)</b> We're starting a project next month. They're discussing this problem at the next community meeting.  <b>Going to for future plans and intentions (revision)</b> We're going to start our own social network service. The street is going to be closed on Saturday.  <b>Adjectives ending in -ing or -ed</b> The handball match was exciting. I am excited to watch the match.	<b>Life Skills:</b> Respect for diversity; participation; responsible behaviour <b>Values:</b> Coexistence; acceptance of others; participation; respect <b>Issues:</b> Citizenship; loyalty and belonging; issues of globalisation; digital citizenship; Discrimination issues; discrimination against the elderly, women, children and people with special needs
<b>Review A Revision of Units 1-3</b>		<b>Page 57</b>

Skills	Language	Life Skills, Values and Issues
<b>4 Have you ever travelled by plane?</b>		Page 34
<b>Reading:</b> A report about experiences; texts about life experiences; <i>The Adventures of Tom Sawyer</i> and <i>The Adventures of Huckleberry Finn</i> ; a text about someone's life <b>Writing:</b> A story about something that happened in your life; a timeline of a person's life events; a biography of a person <b>Listening:</b> An interview about someone's life; an account of something bad that happened to someone <b>Speaking:</b> Talking about experiences; asking and answering questions about experiences; telling a story	<b>The past simple (revision)</b> Last year, I visited Cairo. We moved to the city three years ago.  <b>The present perfect with ever or never</b> Have you ever been to a football match? They have never travelled by a plane.  <b>The present perfect with for and since</b> We've been married for over 50 years. They've known each other for a long time.	<b>Life Skills:</b> Communication <b>Values:</b> Work ethics <b>Issues:</b> National unity
<b>5 Young role models</b>		Page 44
<b>Reading:</b> A text about a business person; a biography of a friend; an article about a sports tournament; a biography of a tennis player <b>Writing:</b> A description of someone's job; a paragraph about a tournament or a competition; a biography of a role model <b>Listening:</b> A conversation about a role model; an interview with an inventor; a conversation sharing good news <b>Speaking:</b> Discussing jobs; talking about sports tournaments; responding to good news	<b>The past simple and the present perfect (revision)</b> Sami passed his exams last week. I have visited lots of interesting cities in my country.  <b>The present perfect with yet and already</b> She hasn't been to another country yet. Has she learnt a musical instrument yet? She's played in two concerts already.	<b>Life Skills:</b> Respect for diversity <b>Values:</b> Transparency and honesty; safely give and receive feedback <b>Issues:</b> Issues of globalisation; leading role models
<b>6 What's Wrong?</b>		Page 54
<b>Reading:</b> An online problem page; a blog about a problem; a news article about mindfulness; a case study about a problem <b>Writing:</b> A response to a blog; a paragraph about ways to relax; an email of apology; an email suggesting how to help a friend; a poster helping people with mental health issues <b>Listening:</b> A conversation about teenage problems; a discussion about mindfulness; people talking about and responding to problems <b>Speaking:</b> Discussing teenage worries; showing that you are listening; suggesting solutions to problems	<b>must / mustn't; have to / don't have to; should / shouldn't; might (revision)</b> Friends must keep secrets. I have to be good at science subjects. You don't have to see this as a negative thing. You should talk to them. They might be more understanding than you think.  <b>had to / didn't have to; was / wasn't able to; could / couldn't</b> I had to tell my parents. I didn't have to do what my friends suggested. I was able to say sorry to Fawzi. They couldn't understand why I did it.	<b>Life Skills:</b> Empathy <b>Values:</b> Objectivity; good listening to others; Self-esteem and coexistence <b>Issues:</b> Health and population issues; therapeutic health, preventative health
<b>Review B: Revision of Units 4-6</b>		Page 64

**Course** : New Hello for Preparatory  
**Stage** : Prep.....Grade 3      **Unit one**  
**Unit title** : Around town



Date								
Period								
Class								

**Unit 1 (Around town) Lesson 1 SB page 2-3 WB page 72**

**Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: Mini – dialogue: Amir : What's your name?

Sara: .....

**Warm up** :Do you love family?

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Discuss** : 1 Read where some places are. Can you find which places they are on the map?.

**Research** : Find out some facts about an aquarium or botanical gardens in Egypt.

**Find**: Look through the unit. How many people live in Ismailia?

**Listening** :1 Dalia wants to go to the library .Listen and under the phrases her friend Mona uses to give her directions from the station .

**Language** :2 Match the phrases from Exercise 1 to the pictures .

3 Look at the map on page 2 . Samir is at the sports centre .He wants to go to the museum . Complete the directions ,then listen and check .

**Speaking** : EX4 Work in pairs. Take turns at giving directions to these places .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : Ss develop their text scanning skills by searching information .

Ss access learning materials .

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit one**

**Unit title** : Around town



Date								
Period								
Class								

## **Unit 1 (Around town) Lesson 2 SB page 4-5 WB page 73**

### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**: 1 Read about Ismailia and put the photos in the correct order .

2 Read the text again and complete the fact file about Ismailia .

**Writing and speaking** 3 work in pairs . compare Ismailia with your village or city .

4 Now complete a fact file for your city or village in your notebook.

**Language** :5 Complete the sentences with the correct preposition

**Listening** :6 listen to Nader and Judy talking about where they live .Are these sentences true (t) or false (f)?correct the false sentences .

7 Listen again and complete the sentences .

**Writing** :Write a paragraph of 100 words about your city .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit one**

**Unit title** : Around town



Date								
Period								
Class								

## **Unit 1 (Around town) Lesson 3 SB page 6-7 WB page 74**

### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**:1 look at the information in the poster and metro map on the phone .Match to make sentences .

2 look at the information again and answer the questions.

3 Khalid is going to space Exhibition from the city university. Use the information from Exercise 1 to complete the chat with Fawzi

**Language**4 complete the questions and sentences with the present simple of the verbs in the box .

5 Imagine that you are in Cairo . Look at the timetables and answer the questions

**Listening**6 Listen to Nadia and her mother . Where are they ?

7 Listen again and answer the questions

**Writing** :Nadia gets a text message below from her friend Amira . wite a reply using the information from Exercise 7.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit one**

**Unit title** : Around town



<b>Date</b>								
<b>Period</b>								
<b>Class</b>								

## **Unit 1 (Around town) Lesson 4 SB page 8 WB page 75**

### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Speaking** : 1 look at the photos . Which of these types of transport do you use ? When do you use them ?

**Reading** 2 Read the texts and answer the questions

3 Read the texts again. Write the types of transport next to the words and phrases the girls use to describe them can you add any words ?.

**Speaking** :

4 Discuss the questions in pairs . Which way do you like to travel ? why ?

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory  
**Stage** : Prep.....Grade 3      **Unit one**  
**Unit title** : Around town



Date								
Period								
Class								

**Unit 1 (Around town) Lesson 5 SB page 9 WB page 76**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Listening**:

1 Listen to the conversation. Why doesn't Basel want to go to the sports centre, park or the museum?

2 O)Choose the correct words that Basel and Taher use to make and respond to suggestions. Listen again to check your answers.

3 Look at the phrases in Exercise 2 and answer the questions.

**Speaking** :

\* Work in pairs. Use the photographs to make suggestions to meet up and agree on an activity.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory  
**Stage** : Prep.....Grade 3      **Unit one**  
**Unit title** : Around town



Date								
Period								
Class								

**Unit 1 (Around town) Lesson 6 SB page 10 WB page 77**

**Learning Objectives**

**Attitude** :

**Skills** :

**Reading**: To identify pictures from a written description

**Writing**: To complete sentences with possessive adjectives (Workbook)

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

- 1 Look at the brochure and find the following information.
- 2 Read the email from Reem. What is Reem sending to Azza?
- 3 Read the email again and answer the questions.

**Writing**

4 Write Azza's reply to Reem's emailFeedback : .....

**Assessment** :

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit one**

**Unit title** : Around town



<b>Date</b>								
<b>Period</b>								
<b>Class</b>								

## **Unit 1 (Around town) Lesson 7 SB page 11 WB page 78**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading**: A description of Ismailia, maps , posters and timetables- accounts of forms of transport, a botanical garden 's brochure , an email about meeting a friend .

**Writing**: A fact file , a short text about your city , a reply to an email , a text invite .

**Listening**: Giving and following directions , people talking about their city , a discussion at a train station , making suggestions for a day out .

**Speaking**: • Giving directions , talking about your city or village , discussing timetables and public transport , making suggesting .

**Language**: prepositions of time and place , The present simple for scheduled events .

**Life Skills** : Decision making , respect for diversity .

**Issues**: Citizenship , loyalty

**Values**: Coexistence , Love our city or village.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Review**

1 Match the words to the photos.

2 Look at the map. Where do these directions take you?

3 Work in pairs. Take turns to

4 choose two places on the map. Ask your partner for directions between them.

**Feedback** : .....

**Assessment** :

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping )Lesson 1 SB page 12-13 WB page 79**

### **Learning Objectives**

**Attitude:** .....

**Skills :** .....

**Knowledge :** .....

**Reading :** An online support message , an advert for handicrafts , online reviews .

**Writing :** Emails asking for and giving information about handicrafts

**Listening :** A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking :** Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language:** The comparative and superlative – both , either , neither

### **Life Skills**

Resilience , keeping calm

**Issues:** Citizenship , awareness of rights

**Values:** Self-esteem, Independence ..

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed :** workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids :** CD – the board .

**Review:** .....

**Warm up :** .....

### **Presentations**

### **Vocabulary:**

### **Structures:**

### **Practice:**

### **DISCUSS**

### **Research**

### **find**

### **Speaking**

1 Work in pairs . Discuss the questions .

### **Language**

2 Complete the sentences with the correct form of the adjective in brackets.

### **Listening**

3 Look at the advert and discuss the questions in pairs.

4 Listen again and complete the information .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes :** .....

**Home assignment :** Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping )Lesson 2 SB page 14-15 WB page 80**

### **Learning Objectives**

**Attitude**: .....

**Skills** : .....

**Knowledge** : .....

**Reading** : An online support message , an advert for handicrafts , online reviews .

**Writing** : Emails asking for and giving information about handicrafts

**Listening** : A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking** : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language**: The comparative and superlative – both ,either , neither

**Life Skills** Resilience , keeping calm

**Issues**: Citizenship , awareness of rights

**Values**: Self-esteem, Independence ..

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

### **Vocabulary**

### **Structures**

### **Practice**

**Listening** 1 Look at the advert and discuss the questions in pairs.

2 Listen to the conversation in a shop. What type of TV does the man want? 3 Listen again and circle the correct words.

4 Complete the sentences from the listening with the present simple or continuous form of the verbs from the box.

5 Who said the sentences in Exercise 4? Write C for the customer and SA for the shop assistant. Listen again and check your answers.

**Speaking** Speaking student A: YOU are a customer. Tell the shop assistant what you

**Language** 7 Complete the sentences from the conversation in the shop with both...(and), either ... (or) or neither ... (nor). Then listen and check.

**Speaking** 8 Look at the survey. Complete the first column in the table with your answers. \_Work in a group of three.

Ask the people in your group questions using either to complete columns 2 and 3.

**Writing** TO Write sentences in your notebook about the information in the survey using both, neither, all or none of us. Work in a group of three. Ask the people in your group questions using either to complete columns 2 and 3.

**Writing** TO Write sentences in your notebook about the information in the survey using both, neither, all or none of us.

**Feedback** : ..... **Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .**Evaluation**.....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping )Lesson 3 SB page 16-17 WB page 81**

### **Learning Objectives**

**Attitude:** .....

**Skills :** .....

**Knowledge :** .....

**Reading :** An online support message , an advert for handicrafts , online reviews .

**Writing :** Emails asking for and giving information about handicrafts

**Listening :** A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking :** Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language:** The comparative and superlative – both ,either , neither

### **Life Skills**

Resilience , keeping calm

**Issues:** Citizenship , awareness of rights

**Values:** Self-esteem, Independence ..

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed :** workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids :** CD – the board .

**Review:** .....

**Warm up :** .....

### **Presentations**

### **Vocabulary**

### **Structures:**

### **Practice:**

### **Reading**

1 Read the conversation below. Who is Aya talking to? What are they talking about?

2 Match the verbs from the conversation to the pictures. Listen and check.

3 Read the conversation again. Are these sentences true (T) or false (F)? Correct the false sentences.

### **Language :**

Look at the pictures .complete the sentences with the correct past form of verbs in brackets .

### **Speaking :**

Work in pairs .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes :** .....

**Home assignment :** Ss are asked to complete workbook 's activities .

**Evaluation :** .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping) Lesson 4 SB page 18 WB page 82**

### **Learning Objectives**

**Attitude**: .....

**Skills** : .....

**Knowledge** : .....

**Reading** : An online support message , an advert for handicrafts , online reviews .

**Writing** : Emails asking for and giving information about handicrafts

**Listening** : A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking** : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language**: The comparative and superlative – both ,either , neither

### **Life Skills**

Resilience , keeping calm

**Issues**: Citizenship , awareness of rights

**Values**: Self-esteem, Independence ..

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

### **Vocabulary**

### **Structures**

### **Practice**:

### **Reading**

1 Read the advert for some traditional Egyptian handicrafts. Which one do you like the best?

2 Read the advert again and answer the questions.

### **Writing**

3 Imagine that you work for a shop in another country. You want to buy some items from Egyptian handicrafts to sell.

Plan an email using the following information

4 Now complete the email below using the information from your plan.

5 Work in pairs. Imagine that you work for Egyptian Handicrafts. Read your partner's email and write a reply. Remember to answer their questions.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping ) Lesson 5 SB page 19 WB page 83**

### **Learning Objectives**

**Attitude:** .....

**Skills :** .....

**Knowledge :** .....

**Reading :** An online support message , an advert for handicrafts , online reviews .

**Writing :** Emails asking for and giving information about handicrafts

**Listening :** A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking :** Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language:** The comparative and superlative – both , either , neither

### **Life Skills**

Resilience , keeping calm

**Issues:** Citizenship , awareness of rights

**Values:** Self-esteem, Independence ..

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed :** workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids :** CD – the board .

**Review:** .....

**Warm up :** .....

### **Presentations**

### **Vocabulary**

### **Structures:**

### **Practice:**

### **Listening**

1 Listen to Ali calling Egyptian Handicrafts about some items he ordered. How is Ali feeling? Why?

2 Listen again. Complete the order form. Language

3 Listen again and complete the sentences.

4 Look at the phrases in Exercise 3. Which phrases do you use for: » making a complaint? | I , • answering a complaint?

### **Speaking**

5 Work in pairs. Take turns to be A and B and use the expressions from Exercise 3.

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes :** .....

**Home assignment :** Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping) Lesson 6 SB page 20 WB page 84**

### **Learning Objectives**

**Attitude:** .....

**Skills :** .....

**Knowledge :** .....

**Reading :** An online support message , an advert for handicrafts , online reviews .

**Writing :** Emails asking for and giving information about handicrafts

**Listening :** A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking :** Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language:** The comparative and superlative – both , either , neither

### **Life Skills**

Resilience , keeping calm

**Issues:** Citizenship , awareness of rights

**Values:** Self-esteem, Independence ..

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed :** workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids :** CD – the board .

**Review:** .....

**Warm up :** .....

### **Presentations**

### **Vocabulary**

### **Structures:**

### **Practice:**

### **Reading :**

1 Work in pairs .look at the texts and answer the questions

2 Read the text again. Tick ( ) if the review says something positive , put ( ) if it says something negative and put (-) if it doesn't say anything.

### **Writing :**

3 Write a review of something you or your family bought online .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes :** .....

**Home assignment :** Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit two**

**Unit title** : Let 's go shopping



Date							
Period							
Class							

## **Unit 2 (Let 's go shopping) Lesson 7 SB page 21 WB page 85**

### **Learning Objectives**

**Attitude**: .....

**Skills** : .....

**Knowledge** : .....

**Reading** : An online support message , an advert for handicrafts , online reviews .

**Writing** : Emails asking for and giving information about handicrafts

**Listening** : A radio advert , a conversation in a shop , a phone call making a complaint .

**Speaking** : Speaking about things in the home , buying something in a shop , asking about shopping habits , describing a problem with technology , making a complaint .

**Language**: The comparative and superlative – both , either , neither

### **Life Skills**

Resilience , keeping calm

**Issues**: Citizenship , awareness of rights

**Values**: Self-esteem, Independence ..

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB).

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

### **Vocabulary**

### **Structures**

### **Practice**:

### **Review**

1 Match the words to the paragraphs .

2 Look and complete the sentences about the shops using the words in brackets .

3 Complete the sentences with the correct form of the verb in brackets ..

4 Write an online review of a jewellery box in your notebook . Use the information in the box .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



Date							
Period							
Class							

### **Unit 3 (My community) Lesson 1 SB page 22-23 WB page 86**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Discuss** :

**Find** :

**Research** :

**Listening**

1 Listen to Fareed and Salah talking about the community survey. What facilities do they talk about?

2 Listen again and answer the questions.

**Speaking**

3 Discuss the questions in small groups.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



Date							
Period							
Class							

### **Unit 3 (My community) Lesson 2 SB page 24-25 WB page 87**

#### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

**Warm up** : .....

#### **Presentations**

**Vocabulary:**

**Structures:**

**Practice :**

**Reading** 1 Look at the photo of a village in Egypt .What problems do you think some of the people who live here have?

2 Read about the decent life Initiative . What is it doing about the problems that you discussed in Exercise 1?

3 Look at the words in bold in the text . Match the words with the phrases and the definitions .

4 Read the article again and answer the questions.

5 Complete the sentences with the correct form of the adjective using the words in Brackets

**Speaking** : 6 Discuss the questions in pairs

**Writing** 7 Plan for a short article for a website about what you can do to help people in your community

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



Date							
Period							
Class							

### **Unit 3 (My community) Lesson 3 SB page 26-27 WB page 88**

#### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

**Warm up** : .....

#### **Presentations**

**Vocabulary:**

**Structures:**

**Practice :**

**Speaking** : 1 Discuss the questions in pairs .

**Listening** 2 Listen to people at a community meeting . Which of the forms of communication in Exercise 1 do they talk about?why ?

**Reading :**

3 read the social network service page .Which of the messages are asking for help ?

4 read the social network service page again .Find the heading that is an example of the following .

**Vocabulary :**

5 Complete the sentences with the words in bold from the text in Exercise 3 .

**Speaking :**

Work in pairs .Choose one of the following community problems .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



Date							
Period							
Class							

### **Unit 3 (My community ) Lesson 4 SB page 28 WB page 89**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

**Warm up** : .....

#### **Presentations**

**Vocabulary:** angry, brave, busy, clever, scary, sensible

**Structures:**

**Practice :**

**Reading**

1 Ask and answer questions in pairs .

2 Read and check the answer to Exercise.

3 Read the story again and find a sentences from the story that shows that .

4 Choose the best meaning of the words in bold from the story .

**Speaking :**

5 Ask and answer questions in pairs .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



<b>Date</b>							
<b>Period</b>							
<b>Class</b>							

### **Unit 3 (My community) Lesson 5 SB page 29 WB page 90**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

.....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures:**

**Practice :**

**Speaking**

1 Discuss these questions in pairs .

2 Look at the greeting and introductions below .Write if they are formal ( f) or informal ( I)( some can be both )

**Listening :**

Listen and match the conversations 1-3 with the pictures a-c

**Speaking**

4 Work in groups of three. Use suitable formal or informal greeting and introductions .

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



<b>Date</b>							
<b>Period</b>							
<b>Class</b>							

### **Unit 3 (My community) Lesson 6 SB page 30 WB page 91**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures:**

**Practice :**

**Reading**

1 Look at the photo of a community painting project and discuss the questions in pairs.

2 Read the message in the social network service page, and answer the questions.

3 Complete the table with the expressions in red from the message that the writer uses to do the following.

4 Look at these expressions and add them to the table in Exercise 3.

**Writing**

5 Write a message to a social network service about a community project.

**Feedback :** .....

**Assessment :** .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation :** .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

**Unit three**

**Unit title** : My community



Date							
Period							
Class							

### **Unit 3 (My community) Lesson 7 SB page 31 WB page 92**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** An article about a plan to help people , a community social network page , David Copperfield , an online message about a community project .

**Writing** An article about how to help people , a social network message about a community problem , a survey about community

**Listening** A conversation about a community survey , a discussion at community meeting , people greeting and introducing each other .

**Speaking** Describing communities and community problems , using formal and informal introductions and greetings .

**Language** Present continuous for future plans and arrangements – Going to for future plans intentions – Adjectives ending in -ing or -ed

**Life Skills** Respect for diversity: participation , responsible behaviour.

**Values** Coexistence , acceptance of others ,participation , respect .

**Issues** Citizenship , loyalty and belonging , issues of globalization , digital citizenship , Discrimination .

**Teaching strategies:** Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review:** .....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures:**

**Practice :**

**Review**

1 complete the words with the words in the box .

2 Choose the correct words to complete the dialogue .

3 Discuss these questions about community in pairs

**Project**

Make a poster about community .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

## **Unit Review A**

**Unit title** : Review A



Date							
Period							
Class							

### **Unit (ReviewA ) Lesson 1 SB page 32 WB page 93**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: To choose the correct words in descriptions

#### **Writing**:

- To make a poster
- To correct mistakes in sentences (Workbook)
- To write about community (Workbook)

**Speaking**: To ask and answer questions about your community .

• Give students time to talk to each other, discussing these skills, and ask questions if they want.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

#### **Presentations**

#### **Vocabulary**:

#### **Structures**:

#### **Practice** :

Listening

1 Listen to four directions. Where do they take you to?

Speaking

2 Work in pairs. Take it in turns to be Student A and Student B. 3 Read the text again and circle the correct words. Did you know?

Reading

3 Complete the text with the correct form of the verbs in brackets.

4 Choose the correct word.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3

## **Unit Review A**

**Unit title** : Review A



Date							
Period							
Class							

### **Unit (ReviewA ) Lesson 2 SB page 94 WB page 94**

#### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: To choose the correct words in descriptions

#### **Writing**:

- To make a poster
- To correct mistakes in sentences (Workbook)
- To write about community (Workbook)

**Speaking**: To ask and answer questions about community.

• Give students time to talk to each other, discussing these skills, and ask questions if they want.

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Speaking**

1 Work in pairs .

#### **Reading** :

2 Read the texts about teenagers . How do they want to help the community ?

3 complete the sentences with both...and , either ...or ,or neither ...nor

#### **Writing**

4 Write an email of about 100 words asking a friend to go to a community event. Explain where and when it is and what you can both do to help .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?)Lesson 1 SB page 34-35 WB page 95**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Discuss** : Which of these things have you done ?

**Find**

**Research**

**Reading** 1 Adam asked the people in his class about their experiences. Look at the graph and read the report . Answer the questions .

**Language** :2 Complete the sentences with the correct form of present perfect .

3 Work in pairs .

**Writing** :4 complete the sentences .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 2 SB page 36-37 WB page 96**

**Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....  
.....

**Warm up** : .....  
.....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Speaking** : 1 Ask and answer questions in pairs.

**Listening** : 2 Discuss the questions in pairs.

3 Listen to Talia talking to her grandmother and answer the questions.

4 Listen again and answer the questions.

**Language** 5 Look at these sentences from Talia's conversation and choose the correct word.

6 Complete the sentences with for or since.

**Speaking** 7 Work in pairs. Ask your partner questions using Howlong + the present perfect and complete the table.

**Writing** :

8 Use the table to write six sentences about your partner in your notebook.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 3 SB page 38-39 WB page 97**

**Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Match the verbs to the life experiences .

2 Read the texts and answer the questions.

3 Read the texts again and tick the correct person or people .

**Language**

4 Complete the text with the past simple or present perfect form of the verbs in brackets.

**Speaking**

5 Work in pairs.

6 Discuss these questions in pairs.

**Feedback** : .....

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 4 SB page 40 WB page 98**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Read the two stories Who thought somebody was lost ? Who travelled in a canoe ?

Why did they think or do these things ?

2 Look at the two words in red . Use the dictionary to check the meaning .Write the meaning in your notebook .

3 Read the two stories again . Are these sentences true ( T ) or false ( F)? correct the false sentences .

**Speaking**

4 Ask and answer to questions in pairs .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 5 SB page 41 WB page 99**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Listening** :1 Discuss the questions in pairs .

Listen to Nihal telling a story and answer the questions .

3 Listen to Nihal again and answer the questions .

4 Listen to Nihal again .Answer the questions .

**Speaking**5 You are going to tell a story about something happened in your life .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 6 SB page 42 WB page 100**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Read about Munir and answer the questions. Use your dictionary to check the meaning of difficult worasr2 In pairs, make a poster about how to stay safe online.

2, Complete the timeline of Munir's life in your notebook.

3 Look at the expressions in red in the text. What do we use these words for?

**Speaking**

4 Ask and answer the questions in pairs or small groups

**Writing**

5 You are going to write about things that you have achieved.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Four**

**Unit title** : Have you ever flown a plane?



Date							
Period							
Class							

**Unit 4 (Have you ever flown a plane?) Lesson 7 SB page 43 WB page 101**

**Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading** A report about experiences , texts about life experiences , The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn , a text about someone 's life .

**Writing** A story about something that happened in your life , a timeline of a person 's life events , a biography of a person .

**Listening** An interview about someone 's life , an account of something bad that happened to someone .

**Speaking** Talking about experiences , asking and asking questions about experiences , telling a story .

**Language** The past simple; the present perfect with for and since .

**Life Skills** Communication

**Values** : Work ethics

**Issues** : National unity

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

**Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Review**

1 Complete the crosswords .

2 Write questions using the present perfect with ever .

3 Ask and answer questions in Exercise 2 in pairs . Then tell other people in the class the answers.

4 Complete the text with the past simple or present perfect . Choose the correct words for or since .

5 Look at this information and write a paragraph about what Radwa has achieved and how she did it .Use some of these words .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## Unit 5 (Young role models) Lesson 1 SB page 44-45 WB page 102

### Learning Objectives

Attitude : .....

Knowledge : .....

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model , an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review: .....

Warm up : .....

### Presentations

Vocabulary:

Structures:

Practice :

Practice :

Quiz :

Research :

Find :

Reading

1 Which of the jobs from page 44 would you like to do? Why?

2 Read the text. Why do you think Gamal likes his job ?

3 Read the text again. Choose the correct words.

Language

4 Complete the sentences with the present perfect or past simple form of the verb in brackets.

Writing :

5 Write about someone in your family with an interesting job. Answer these questions.

Feedback : .....

Assessment : .....

Learning Outcomes : .....

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## Unit 5 (Young role models) Lesson 2 SB page 46-47 WB page 103

### Learning Objectives

Attitude :

Skills :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model , an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review: .....

Warm up : .....

### Presentations

Vocabulary:

Structures:

Practice :

Reading

1 Read the article quickly . What did Samar design ?

2 Read the article again and complete the sentences . Use the dictionary for difficult words .

Speaking :

3 Work in pairs .Ask and answer questions .

4 Discuss these questions in pairs

Listening

5 Listen to a discussion about the campaigner Magdy Abdel Sayed and choose the correct answer.

6 Listen to the conversation again and complete the notes about Magdy's achievements.

Writing

7 Write a short text about Magdy Abdel Sayed. Use the information from the notes in Exercise 6.

Feedback : .....

Assessment :

Learning Outcomes :

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

### Unit 5 (Young role models) Lesson 3 SB page 48-49 WB page 104

#### Learning Objectives

Attitude :

Skills :

Knowledge :

Reading A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

Writing A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

Listening A conversation about a role model , an interview with an inventor , a conversation sharing good news .

Speaking Describing jobs , talking about sports tournaments , responding to good news .

Language The past simple and the present perfect – the present perfect with yet and already .

Life Skills Respect for diversity

Values Transparency and honesty , safety give and receive feedback

Issues: Issues of globalization , leading role models

Teaching strategies: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

Resources needed : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

Teaching aids : CD – the board .

Review: .....

Warm up : .....

#### Presentations

Vocabulary:

Structures:

Practice :

Reading :

1 Read Judy 's biography of her friend Aya .Tick things that Aya has done in her life .

2 Match to make sentences about Aya .

Language

3 Reorder the words to make sentences or questions in the present perfect.

Listening

4 Listen to the interview. What has Haytham created? What does it do? ijr

5 Listen again. Complete the sentences with the correct form of the present perfect and already or yet

Speaking

6 Look at the list in Exercise 1. Discuss the questions in pairs.

Feedback : .....

Assessment : .....

Learning Outcomes : .....

Home assignment : Ss are asked to complete workbook 's activities .

Evaluation : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## **Unit 5 (Young role models) Lesson 4 SB page 50 WB page 105**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** Atext about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

**Writing** A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

**Listening** A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

**Speaking** Describing jobs , talking about sports tournaments , responding to good news .

**Language** The past simple and the present perfect – the present perfect with yet and already .

**Life Skills** Respect for diversity

**Values** Transparency and honesty , safety give and receive feedback

**Issues**: Issues of globalization , leading role models

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Discuss these questions in pairs.

2 Read the newspaper article quickly and answer the questions.

3 Match the words from the article 1-5 with the words that have a similar meaning a-e.

4 Read the article again. Are these sentences true (T) or false (F)? Correct the false sentences.

**Speaking**

5 Work in small groups. Discuss these questions.

**Feedback** : .....

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## **Unit 5 (Young role models) Lesson 5 SB page 51 WB page 106**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** A text about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

**Writing** A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

**Listening** A conversation about a role model , an interview with an inventor , a conversation sharing good news .

**Speaking** Describing jobs , talking about sports tournaments , responding to good news .

**Language** The past simple and the present perfect – the present perfect with yet and already .

**Life Skills** Respect for diversity

**Values** Transparency and honesty , safety give and receive feedback

**Issues**: Issues of globalization , leading role models

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

.....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Listening**

Listening

1 Discuss this question in pairs. When someone wins an award or a competition, what can you say?

2 Listen to Fareeda. What is the good news she is telling her friend, Malak?

3 Listen again and answer the questions

4 Listen again. Complete the phrases that Malak uses to respond to Fareeda's news. Speaking

5 Work in pairs. Take turns to be A and B.2 Listen again and put these pictures in the correct order.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## **Unit 5 (Young role models) Lesson 6 SB page 52 WB page 107**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** Atext about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

**Writing** A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

**Listening** A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

**Speaking** Describing jobs , talking about sports tournaments , responding to good news .

**Language** The past simple and the present perfect – the present perfect with yet and already .

**Life Skills** Respect for diversity

**Values** Transparency and honesty , safety give and receive feedback

**Issues**: Issues of globalization , leading role models

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

.....

**Warm up** :

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading** :

1 Put these sentences from a biography about Nada Zaher in the correct order . Find the meaning of new words in your dictionary .

2 Read the biography again then ask and answer the questions .

**Writing** :

3 Look at these notes about the swimmer Ali Khalafalla , and put them in order.

**Feedback** : .....

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** :

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3 **Unit Five**

**Unit title** : Young role models



Date							
Period							
Class							

## **Unit 5 (Young role models) Lesson 7 SB page 53 WB page 108**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** Atext about a business person , a biography of a friend , an article about a sports tournament , a biography of a tennis player

**Writing** A description of someone 's job , a paragraph about a tournament or a competition , a biography of a role model .

**Listening** A conversation about a role model ,an interview with an inventor , a conversation sharing good news .

**Speaking** Describing jobs , talking about sports tournaments , responding to good news .

**Language** The past simple and the present perfect – the present perfect with yet and already .

**Life Skills** Respect for diversity

**Values** Transparency and honesty , safety give and receive feedback

**Issues**: Issues of globalization , leading role models

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

.....

**Warm up** :

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Review**

1 Work in pairs. Take turns to be A and B.

2 Discuss these questions in pairs.

3 Complete the dialogue with these words. Then listen and check your answers.

**Project**

Make a fact file about a young role model.

**Feedback** : .....

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** :

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 1 SB page 54-55 WB page 109**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....  
.....

**Warm up** : .....  
.....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Discuss**:

**Research** :

**Find** :

**Listening** 1 Listen to Hisham and Kamal talking about the website on page 54. What problems do they talk about?

2 Complete these sentences from the conversation in Exercise 1 with the words in the box. Then listen and check your answers.

3 Discuss these questions in pairs.

**Reading** 4 Read the text. What are the positive and negative things it says about social media? Speaking

5 Discuss the questions in pairs.

**Feedback** : ..... .

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

Designed by Mr: H

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 2 SB page 56-57 WB page 110**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**1 Read the texts quickly and answer the questions. Use your dictionary for difficult words.

2 Read the texts again and answer the questions.

**Speaking** 3 Discuss the questions in pairs.

**Reading**:4 Read andmatch the these answers a-c to the people who have the problems in Exercise 1 Do you think it is a good advice ? why ?

**Writing** :

5 Read the problem and then write the advice in your notebook . use some of the verbs from the remember box .

**Feedback** : .....

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** :

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

### **Unit 6 (What 's wrong?) Lesson 3 SB page 58-59 WB page 111**

#### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

#### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading** 1 Read the blog quicklyand answer the questions . use the dictionary for difficult words .

2 Read the blog again and answer the questions.

**Speaking**3 Discuss the questions in pairs.

**Language** 4 Complete the sentences with had to, didn't have to, was able to, wasn't able, could or couldn't

**Writing**

5 Imagine that you are Hussein. Continue the email below saying you are sorry to Eyad.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 4 SB page 60 WB page 112**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....  
.....

**Warm up** : .....  
.....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Read the definition of mindfulness . Which three things do you think people do in a mindfulness class ?Discuss in pairs .  
 2 Read the text and check your answers to Exercise 1. Use the dictionary for difficult words .

**Listening** :

3 Listen to some students talking about mindfulness . Put the following things they mention in the correct order.

4 Listen to the students again and answer the questions .

**Speaking** :5 Discuss the questions in pairs .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 5 SB page 61 WB page 113**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Speaking**

1 Work in pairs .Tick ( ) what you think a good listener does .

**Listening** :

2 Listen to four conversations and answer the questions .

3 Listen to the conversations again and complete the expressions the speakers use to show that they are listening.

**Speaking** :

4 Work in pairs . Take turns to be Aand B .

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 6 SB page 62 WB page 114**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....  
.....

**Warm up** : .....  
.....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

1 Read about Dalia 's day . Which parts of the day are positive for her ?Which are negative ? Use the dictionary for difficult words .

2 Read the text again and answer the questions.

3 Discuss the questions in pairs .

4 How can you help Dalia ? Discuss your ideas with the class .What do you all agree on ?

**Writing**3 Write a review of a café (it does not have to be real).

**Feedback** : ..... .

**Assessment** :.....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Six**

**Unit title** : What 's wrong?



Date							
Period							
Class							

## **Unit 6 (What 's wrong?) Lesson 7 SB page 63 WB page 115**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Reading** An online problem page, a blog about a problem , a news article about mindfulness , a case study about a problem .

**Writing** A response to a blog , an email , apology , a poster helping people with mental health .

**Listening** A conversation about teenage problems , a discussion about mindfulness , people talking about and responding to problems .

**Speaking** Discussing teenage worries , showing that you are listening , suggesting solutions to problems .

**Language** Must , mustn't , have to , don't have to , should , shouldn't , might – had to , didn't have to , was /wasn't able to , could , couldn't

**Life skills** : Empathy

**Values** : Objectivity , good listening to others , self-esteem and coexistence

**Issues** : Health and population , therapeutic health , preventative

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....  
.....

**Warm up** : .....  
.....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Review**

1 Complete the text messages with words from the box.

2 Choose the correct words to complete the sentences.

### **Project**

Make a poster about teenage problems.

**Feedback** : ..... .

**Assessment** : .....

**Learning Outcomes** : .....  
.....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Review B**

**Unit title** : Review B



Date							
Period							
Class							

## **Unit 6 (Review B) Lesson 1 SB page 64 WB page 116**

### **Learning Objectives**

**Attitude** : .....

**Skills** : .....

**Knowledge** : .....

**Reading**: complete the text

**Listening** : listen to two conversations . which two problems do speakers talk about ?

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review**: .....

**Warm up** : .....

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Reading**

**Reading**

1 Complete the text with the correct form of the verbs in brackets. Use your dictionary for difficult words.

2 Read some more facts about Aya and choose the correct word.

**Listening**

3 Listen to two conversations. Which two problems do the speakers talk about?

4 Listen again and answer the questions.

**Feedback** : .....

**Assessment** : .....

**Learning Outcomes** : .....

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** : .....

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Unit Review B**

**Unit title** : Review B



Date							
Period							
Class							

## **Unit 6 (Review B) Lesson 2 SB page 65 WB page 117**

### **Learning Objectives**

**Attitude** :

**Skills** :

**Knowledge** :

**Vocabulary** : choose the correct word

**Speaking** : work in pairs . Read about fact file , then ask and answer questions to complete the information

**Writing** : write a paragraph about goals and achievements .

**Teaching strategies**: Brainstorming /pair work / group work /Cooperative work /Discussion &Role Play.

**Resources needed** : workbook /Ss book /Dictionary /Audio files(EKB) / Video per unit (EKB) .

**Teaching aids** : CD – the board .

**Review** :

.....

**Warm up** :

### **Presentations**

**Vocabulary**:

**Structures**:

**Practice** :

**Vocabulary** :

1 Choose the correct word .

**Speaking**

2 Work in pairs. Read one fact file each about Kamal . Then ask and answer questions to complete the information .

**Writing** :

Write a paragraph about your goals and achievements . Think about the following questions .

**Feedback** :

**Assessment** :

**Learning Outcomes** :

**Home assignment** : Ss are asked to complete workbook 's activities .

**Evaluation** :

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Revision**

**Unit title** : Revision



Date								
Period								
Class								

**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Revision**

**Unit title** : Revision



Date								
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**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Revision**

**Unit title** : Revision



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**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Revision**

**Unit title** : Revision



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**Unit title** : Revision



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**Course** : New Hello for Preparatory

**Stage** : Prep.....Grade 3      **Revision**

**Unit title** : Revision



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